ECA/PHSD/HRP/92/3[5(b)(iii)]

UNITED NATIONS
ECONOMIC COMMISSION FOR AFRICA

Public Administration, Human Resources
and Social Development Division

REPORT OF THE NATIONAL WORKSHOP ON CURRICULUM DEVELOPMENT AND EVALUATION OF FORMAL EDUCATION

NATIONAL CURRICULUM CENTRE

Manzini, Swaziland
18-29 May 1992

Jointly planned and organized by the United Nations Economic Commission for Africa and the National Curriculum Centre, Ministry of Education, Swaziland

June 1992

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(iii) Workshop Time-table
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I. Organization, Date and Venue

The United Nations Economic Commission for Africa/Ministry of Education, Swaziland workshop on curriculum development and evaluation of formal education focusing on the concepts, processes and techniques of curriculum planning, development and evaluation was jointly planned and organized by the United Nations Economic Commission for Africa (ECA), and the National Curriculum Centre of the Ministry of Education, Swaziland. The workshop was held at the National Curriculum Centre, Manzini from 18 to 29 May, 1992.

II. Participation

The workshop was attended by forty four (44) participants comprising of senior educational administrators, directors, senior/inspectors of schools, teacher trainers, tutors, educators and education officers, curriculum development and evaluators, course designers, teachers, examination officers, curriculum designers, and experts in various education fields. A full list of participants appears as Annex I of this report.

III. Resource Personnel

The workshop was serviced by one key resource person from the United Nations Economic Commission for Africa with the logistical support of the staff of the National Curriculum Centre. The ECA resource person presented all the topics as indicated in the timetable (Annex III) of this report and serviced the workshop single-handedly. (Annex II).

IV. Rationale for the Workshop

Swaziland, like many African countries, has an educational system with a colonial heritage still tied to an examination system of the Cambridge Overseas Certificate at the Ordinary Level. In spite of this colonial heritage, education in Swaziland is viewed both as a value in itself and an instrument for life's preparation in equipping individuals with the necessary knowledge, skills, attitudes and values for a meaningful and productive life. However, because the aims and processes of education are so complex and complicated, no one institution, mode of delivery or curriculum can prepare individuals for the various roles in society. This then necessitates the effective planning of education as well as its curriculum in a country of the size of Swaziland.

The situation is compounded by the proportionate increase in the population of school going age children; in the increase of large class sizes; lack of textbooks and teachers' guides; deteriorating instructional facilities; increase in the number of untrained and under-trained teachers; lack of professionally well qualified, dedicated and committed educational planners; curriculum planners, developers and evaluators; inspectors of schools and supervisors; examination officers; educational administrators; teachers, heads of schools, and teacher trainers; and lack of financial resources for the development of education.

In order to reduce some of these shortcomings of education, attention was focused during the workshop in assisting all those engaged in the field of education - administrators, educational planners, curriculum developers and evaluators, inspectors of schools, teacher trainers and tutors, examination officers, education officers and resource personnel, to be equipped with specialized knowledge, skills and attitudes in the execution of their duties. A key educational institution in a country that may help in sharpening the knowledge, skills and attitudes of some of these people is a National Centre whose functions are essentially the design and development of instructional materials and evaluation.

The workshop, therefore, was organized to bring together teacher educators, education officers, curriculum development officers and evaluators programme producers and resource personnel, educational planners, and teacher trainers in order to help them sharpen their tools for the important task of curriculum development and evaluation, teacher education and the development of education in general.

The intention of the seminar was to introduce participants more formally to the theory, practice and processes of curriculum planning, curriculum development and evaluation; and teacher education. To this end therefore, the workshop consisted of plenary presentations, discussions, and group assignments.

V. Objectives of the Workshop

At the end of the workshop, participants were expected to be able to:

1. Discuss in a critical manner the problems and issues affecting the development of education and curriculum development and evaluation in Swaziland.
2. Explain the process of curriculum development and evaluation in Swaziland.
3. Explain the role of objectives in curriculum development and evaluation.
4. Describe selected models of curriculum development and their relevance to Swaziland.
5. State instructional objectives in the three domains in a given subject.
6. Explain the selection of content and learning experiences for an approved curriculum.
7. Explain the implications of curriculum development for teacher education;
8. Explain curriculum evaluation and be able to evaluate instructional materials.
9. Develop a scope and sequence chart in a subject of specialization.

10. Develop a teaching unit and a teachers' guide.

11. Describe an instructional design process.

VI. Workshop Content

In the light of the stated objectives of the workshop, the content was as follows;

1. Objectives of the Workshop
2. Selected Models of the Curriculum Development
3. Curriculum Development Process
4. Objectives in Curriculum Development and Evaluation
5. Selection of Learning Experiences
6. Selection of Content
7. Organization of Content: Scope and Sequence
8. Developing Instructional Objectives
9. Instructional Design Process
10. Developing Instructional Materials: The Pupil's Book and the Teachers' Guide
11. Curriculum Evaluation and Evaluation of Instructional Materials
12. Curriculum Development and the Professionalization of Teaching
13. Workshop Evaluation

VII. Workshop Design

The design of the Workshop was influenced by certain key considerations i.e.

(a) the role played by the participants attending the workshop in curriculum development and evaluation in Swaziland;

(b) the involvement of participants in the development of production of instructional materials, pupils' textbooks and teachers' guides;

(c) the role played by participants in the curriculum development process in Swaziland;

(d) the role played by participants in the development of education in general;

(e) curriculum development and evaluation and its implications for the training and retraining of teachers; and

(f) the role played by the participants in assessing the expected outcomes of education of pupils/students in Swaziland.

In view of the foregoing, opportunities were given to participants through contributions on the various topics presented and discussed and to learn from each other through formal and informal interactions. To this effect, therefore, the workshop methodologies focused attention on:

- lectures with extensive use of overhead projector to ensure effective learning and the development of dialogue between the resource person and participants;

- discussion techniques to encourage participants in developing constructive and logical thinking as well develop right attitudes in curriculum development and evaluation;

- group discussions to involve participants in finding solutions and proposing measures for the development of education in Swaziland;

- plenary fora and discussions to present points of views concerning controversial issues; as well as give variety and change of pace during lectures; and as a means of involving participants and utilizing their various talents to share experiences and ideas;

- inquiry methods which involved participants finding answers by themselves to a problem and then drawing their own conclusions. The inquiry method was used to ensure that participants thought carefully about the ideas, problems and issues under consideration in curriculum development and evaluation and teacher education, particularly when they discussed the problem of education in Swaziland;

- workshop manuals which were used in the explanations and amplifications of concepts and processes in curriculum development and evaluation. A list of all the manuals used appears in Section VIII of this report; and

- projected materials or software such as transparencies for the overhead projector which were extensively used in conjunction with lectures for explanation and amplification of concepts and processes in curriculum development and evaluation.

Evaluation of seminar was made during and at the end of the seminar by way of discussion and critiquing the activities of the workshop regarding the feelings of participants. An open forum on what participants felt they had learned from the seminar and what they would like to see happen in future was preferred for evaluating the effectiveness of the seminar. A questionnaire on evaluating the workshop was administered at the end for the participants to express their feelings regarding the workshop.

VIII. Course Manuals and Handouts

A number of course manuals were prepared and distributed to all participants to reinforce and supplement the subject matter discussed and reviewed during the five days, and also to provide them with a record of their work. Each participant was presented with a copy of the documents listed below to facilitate the learning process.

1. Monitoring and Evaluation of Educational Systems (Education Training Manual No. 8 - ECA/PHSD/HRP/88/2/5.1(l)(b)

2. Programme Evaluation (Educational Training Manual No. 4 - ECA/PHSD/HRP/89/12/5.1(a)

3. Teacher Education (Education Training Manual No 10 - ECA/PAMM/HRP/86/WP.5)

4. Teacher Education: The Professionalization of Teaching, Its Problems and Prospects (Educational Training Manual No. 12 - ECA/PHSD/HRP/91/1/5.2)

5. Instructional Objectives and Objectives in Curriculum Development (Educational Training Manual No. 14)

6. Some Models of Curriculum Development: Procedures in Curriculum Planning and Curriculum Development (Curriculum Development Course Manual 1989)

7. Evaluation in Curriculum Development: Some Basic Concepts and Approaches (Curriculum Development Course Manual 1989)

8. Objectives in Curriculum Planning and Curriculum Development (Curriculum Development Course Manual 1989)

9. Selection of Learning Experiences and the Teaching Syllabus (Curriculum Development Course Manual, 1989)

10. Selection of Content: Syllabus Design and the Development of a Scope and Sequence Chart - Principles and Procedures (Curriculum Development Course Manual 1989)

11. Curriculum Designs and the Instructional Design Process (Curriculum Development Course Manual 1989)

12. Curriculum Development and Evaluation and Training Needs Assessment (Education Training Manual No. 19, 1992)

13. Project Evaluation and Evaluation of Training (Education Training Manual No. 20) 1992

14. Developing Instructional Materials: Pupils' Book and Teachers' Guide (Curriculum Course Manual 1989).

PART TWO

IX. Workshop Proceedings

The programme of work of the workshop appears as Annex III of this report.

The workshop started with climate setting which included introductions, the workshop programme, a review of the objectives of the workshop, and an emphasis on the concerns and expectations of participants regarding the workshop.

It was pointed out that most of the officers working at the National Curriculum Centre were not trained curriculum specialists or developers although the work they do require specialized training. It was therefore necessary for most of these officers to acquire some knowledge, skills and attitudes in curriculum development and evaluation. Indeed it is essential for all officials engaged in curriculum development to have the necessary capability to perform competently in curriculum development tasks - hence the need for training which would produce individuals with the necessary knowledge and skills to perform tasks in curriculum development and evaluation. It was in this context that the workshop proceeded to examine:

- Problems, issues and prospects of education development in Botswana with special reference to curriculum development;

- Some Models of Curriculum Development Relevant to Swaziland;

- Curriculum Development Process;
- Objectives in Curriculum development;
- Instructional Objectives;
- Selection of Content and Learning Experiences;
- Organization of Content; Scope and Sequence
- Instructional Design Process
- Developing Instructional Materials: The Pupil's Book and Teachers' Guide
- Curriculum Evaluation and
- Curriculum Development and the Professionalization of Teaching

1. Problems, Issues and Prospects of Education Development In Swaziland

The workshop discussed some of the major problems which affect education development and have serious implications for curriculum development. Among these problems and issues were that:

- there is an increasing trek of school leavers from rural areas to urban areas in search of white collar jobs
- the co-existence of extremes of poverty and affluence in the country with a spill over in educational facilities and opportunities
- the galloping population growth which requires more resources to be allocated to education development
- there is a serious neglect of technical/vocational education in primary and secondary schools so that the majority of school leavers are ill-equipped for the world of work, and all they can do is "anything" but not a labourer's job
- the unsuitability of the curriculum to the socio-economic development of the country in as far as the country continues to rely on foreign examinations at school certificate level. With foreign examinations, the choice of subjects taught may not necessarily be one's most appropriate for the country's socio-economic development

- the rapid progress in knowledge as a result of technological and developmental changes so that there is need for constant review of the curriculum to ensure that education provided does not become obsolete before use

- the increase in the demand for education and the attendant problems particularly the insufficiency of available jobs for the many school leavers

- the use of inappropriate teaching methods by untrained teachers as well as the undertrained teachers.

The workshop did not exhaust the list of problems and issues; but it was generally felt that the foregoing have serious implications for curriculum development. The workshop concluded by urging all those involved in curriculum planning and development to take note of these issues in developing the curriculum for their country. Such a curriculum should facilitate some solution to sucha problems e.g. the curriculum should assist individuals in being productive rather than looking for salaried employment.

2. Some Selected Models of Curriculum Development

Three models of curriculum development were discussed, analyzed and comparisons made. Emphasis was placed on the fact that generally, all models of curriculum development identify the major elements of curriculum development process as follows:

(l) The articulation of goals, aims and objectives;

(2) Selection of learning

(3) Selection of content

(4) Organization and integration of learning experiences and content

(5) Evaluation

The first model, Tylers had only four elements, and other models that followed it had either four, five and even seven elements like Taba's. It was emphasized that in answering the four basic questions put forward by Tyler, one goes through all the major elements listed above. The four key questions discussed are:

(a) What educational purposes should the school seek to attain?

(b) What educational experiences can be provided that are likely to attain these experiences?

(c) How can these educational experiences be effectively organized?

(d) How can we determine whether these purposes are being attained?

In answering these questions one moves from the articulation of goals involving a situational analysis to evaluation i.e. one goes through the element of curriculum development process, whether they are four, five or seven. All these elements are inter-related and inter-woven as one influences and has a bearing on the other.

Models selected and discussed were considered useful in curriculum development because they assist the curriculum developers in:

(a) focusing attention on the purpose of what the curriculum developer is trying to do and thereby assisting him/her in clarifying the education objectives being pursued;

(b) anticipating certain problems which if identified at each stage of the curriculum development process can be attended to more quickly;

(c) helping to save on time, effort and money when effectively used as guides to curriculum development;

(d) facilitating the work of the curriculum developer.

In the discussions and assignment that followed this presentation, participants answered three questions from the stand-point of their subjects. The three questions were:

(i) Does the curriculum developed make possible the achievement of a wide range of objectives covering the three domains of human development?

(ii) Does the curriculum have balance of breadth and depth? Is a wide range of subject matter covered superficially, or is a small area covered in depth?

(iii) Is the curriculum developed in tune with the philosophy, problems, needs, concerns and realities of the nation in terms of content, instructional strategies and objectives to be achieved?

Below are participants' answers to these questions.

Models of Curriculum Development

(The Language Arts Group Presentation)

The Question Does the curriculum developed make possible the achievement of a wide range of objectives covering the three major categories of human development i.e.:

the cognitive
the affective and
the psychomotor domains

1. Procedure Followed in Addressing the Above Questions

   A. Contextualisation addressed three factors - i.e.
   - the political aspect by referring to country's

     (a) National Goals and
     (b) Statement on Educational Policy

   - the social aspect by noting that

     (a) the curriculum is a selection from the culture
     (b) English is a second language in Swaziland

   - the professional aspect by synthesising the socio-political aspects and translating both in teachers/learnable TESL content and activities instructional materials.

REFERENCE TO OUR BOOKS (Grade 5 English and siSwati Course Books)

In reference to our books, the domains of human behaviour are embraced in the following Educational Goals:

1. Specific instruction in reading covering subskills of: skimming, scanning, prediction, intensive reading and contex-cueing skills.

2. Programmed instruction in use of library tools and resources.

3. Individual student reading.

4. Use of group - process skills.

5. Use of Television at school and at home.

6. Interviewing/interacting with peers in instructional situations.

7. Description, Imagination, Discovering and Problem Solving.

8. Co-operation in day-to-day relations.

9. Home and family.

10. Examining of own culture.

SCIENCE GROUP

QUESTION

Does the curriculum have balance of breath and depth? Is a wide range of subject matter area covered superficially, or is a small area covered in depth?

RESPONSE

1. Curriculum selected: Primary Science

2. Criteria used to assess balance, range and coverage of subject matter.

   (a) Applicability: Topics are treated in a shallow manner such that the knowledge and skills to be acquired are not developed for general application by the end of the programme.

   (b) Scope: The number of topics is fairly adequate. However, too many lessons have been generated under each topic treating new sub-topics, thus ending up not doing much justice to any sub-topic in terms of depth.

(c) Continuity: There is done discontinuity of some topics such as the earth's crust as well as weather and climate in the programme. Ideally all the topics must be seen featuring in all grades subsequent to the starting point.

(d) Learnability: The group believed that the terminology was too concentrated for primary. This problem of learnability was further compounded by poor academic background of teachers who had a tendency to skip areas where their competencies left much to be desired.

(e) Teaching Approach: Though practical work in the materials was an integral part of subject delivery strategies to a significant degree, the tendency of teachers was the expository/theoretical approach which did not facilitate the development of the desired skills.

(f) Balance: There is a fair cross-section of the Science disciplines such as animal and plant biology, physics, chemistry, astronomy, earth science, weather and climate.

(g) As a base for Secondary Science: The programme for primary did not dovetail with that of secondary. There was need to improve the two programmes to ensure good quality and continuity within these programmes.

SUMMARY

In the light of the criteria for analysis proposed above, the science curriculum for primary has a fair balance of topics which are treated in a shallow manner. As such, the desired outcomes are not fully exhibited by the pupils who go through the curriculum.

It could be argued however that this is so because of the desire to accommodate within a fixed variable (time), aspirations of various pressure groups who feel that their content/skills are of a priority at that time.

PRACTICAL ARTS GROUP

Question

Is the curriculum developed in tune with the philosophy, problems, needs, concerns and realities of the nation where it is to be used in terms of content, instructional strategies and objectives to be achieved.

To answer the above question we gave the affirmative pertaining to Practical subjects. We then realized that eventhough the answer to the question is yes but the realities do not give us what is expected. Somewhere along the line of implementation the problems and constraints mount up until the final product is far below what is expected by the curriculum.

Problems and Constraints Pointed out Were as Follows:

1. Attitude: This is still a serious problem as even the enlightened society still look down on the practical subjects. Eventhough it is emphasised since Swaziland has recently obtained here independence it is important to produce an individual that would work with their hands and attain self-sufficiency or self-reliance it is still a big problem when you look at the attitudes they are still wanting.

Other Constraints are:

1. Time constraints: There is little time to get a child to acquire all the needed skills and still be eligible for tertiary education. Even if the child were to leave school preparation for this child to be self-employed are not realised.

2. Financial constraints: Practical subjects need lots of finances and even if the child would be well prepared there are no financing bodies to help the child "take off".

3. Class size: Teachers have no time to pay special attention to individuals in order to identify areas of interest.

4. Age of the child: Children who leave at primary level are still young to be able to put the skills they did not acquire into practice.

5. Policy: This needs to be clearly defined for the disciplines to be taught in the primary level.

6. Cultural Constraints: No land available to one not married if male and worse for women.

SOCIAL SCIENCES

QUESTION

Is the curriculum developed in tune with the philosophy, problems, needs, concerns and realities of the nation where it is to be used in terms of content, instructional strategies and objectives to be achieved.

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Policy, Aims, Goals

The main goal for education is human development.

- Make school facilities accessible to as many children as possible, especially the age group 6-13
- Provide a broad based curriculum which emphasizes basic skills
- Development of programmes on psychological counselling and career guidance
- Educating the teaching force with diverse sophisticated skills
- Strengthen the relationship between pupils and their cultural heritage
- Curricula should be related to the content of developing countries especially in Africa
- Emphasize the 3Rs
- Parents continue to play a greater role in the education of their children
- Attention be given to the handicapped.

Is the Curriculum offered in tune with the above. The answer is both yes and no.

1. The curriculum offered in schools is broad based.

Practical subjects are now offered at primary level. Already have 2 curriculum designers for these subjects based at the curriculum centre.

At secondary and high school practical subjects are offered. However, at this level there is gender bias. Girls being directed to Home Economics, Sewing and Domestic Science whilst boys go for Woodwork, Metal Work and Technical Drawing. The students have a variety of subjects to choose from.

2. The Department of Psychological Counselling and Career Guidance has been established. However, there is no one qualified to lead the psychological counselling. Staff there have skills in Career Guidance.

   Teachers in the schools also lack the psychological counselling skills. There are those who are engaged in career guidance. They are also not competent in this area since they have not received any training. Career Guidance no slot in time table. Has been infused in Social Studies.

3. There are three teacher training colleges. There is also the Swaziland College of technology and VOCTIM which produce teachers for practical subjects e.g. woodwork, metal work, accounts, typing, commerce, bookkeeping etc. The University of Swaziland also produces teachers, with the Luyengo Campus specialising on Agriculture.

4. The relationship between pupils and their cultural heritage is being established. SNAT (Swaziland National Association of Teachers) promotes cultural heritage through school competition on cultural dances. Schools close in August so that girls can attend the Reed Dance and boys attend Lusekwane during the iNcwala (December-January).

5. Culture is included in the curriculum in Social Studies and Development Studies and Development Studies and Religious Education.

6. Curriculum is related to the context of developing countries. This comes thru Development Studies which tries to develop in pupils understanding of the real conditions in which they live.

   The problem is that the subject is still optional and not many schools are doing it. There are no teachers qualified to teach the subject.

7. Parents play a greater role in the education of their children. They participate in PTA's, pay school funds and build community schools.

8. Attention is now being given to the handicapped.

There are schools for deaf, dumb and retarded - mentally and physically. Attempts are made to have these in ordinary schools. The problem is that there is no curriculum designer for special education. Teachers also lack training. Those who have received training did as outside Swaziland.

9. Attempts have been made to eliminate the terminal dead nature of education through Continuous Assessment which is part of the Evaluation Department.

10. Pupil's have universal access to education. Primary schools have been built throughout the country. Secondary schools are being built and those existing are upgraded to high schools. The problem to that parents want their children to attend schools in urban areas. However, there is the problem of school fees. Some cannot afford to pay 'no' school fees.

11. There is no access to education in terms of quality:

- practical subjects lack the necessary infrastructure
- there are not enough funds for perishables e.g. things used in Home Economics, Woodwork
- there are a lot of teachers in the schools who have no training at all e.g. O level school leavers
- Continuous Assessment has only 2 people qualified to handle it. The rest of the staff has not been trained
- there is a great shortage of furniture in schools
- textbooks are expensive some pupils come to school without

Instructional Strategy Used in the Social Sciences at NCC

Our Group described instructional strategy as the general components of a set of instructional materials and procedures that are used with the materials inorder to elicit particular learning outcomes from students (Prescriptions).

In the Social Sciences we follow certain components of an instructional strategy. They are as follows:

I. **Preinstructional Strategy** (Activities that are considered prior to beginning formal instruction)

(a) Identification of special techniques to be applied in order to hook the learner into the instruction.

(b) An indication of what students will be able to do when they have completed the instruction. What qualities of mind, what knowledge, values, skills do we wish to teach (Where Are We Going To?)

(c) Conduct an information processing analysis by clusting the objectives and identifying the subordinate skills that must be learned before learning higher order skills.

(d) To provide learners with a brief description of the required entry behaviours and inform them that the instruction will proceed with the assumption that they can perform these skills.

II. **Presentation of Instruction** (How will we get there?)

What educational experiences, (teaching and learning) subject matter content.

III. **Student's Activities** do we want to present? (Students participation). How can these experiences be efficiently organised so as to these experiences be efficiently organised so as to constitute effective learning. Use of Lesson Plans or Events of Instruction through the Teacher's Guides and Pupils Books.

We also prescribe instructional media that are appropriate and practical for Swazi students e.g. Display boards, graphics, local environment and resource persons.

IV. **Testing** We also decide what our strategy will be for testing. We do that by providing students with tests items. These tests help us determine if "We are really there" The tests help us determine whether the desirable purposes are being attained.

V. **Follow through Activities** We also decide about the following through activities we can use. Later from the field evaluation can be used to pinpoint exactly what types of remediation and enrichment will be required.

The purpose of the written strategy is to require the designee to think through the materials before he/she starts developing any instruction.

3. Curriculum Development Process

Following from the discussions on selected models of curriculum development, it was noted that in general, the curriculum development process consists of the five phases listed in the section above and which were emphasized as:

(i) the articulation of goals, aims and objectives

(ii) the selection of learning experiences

(iii) the selection of content through which certain types of experiences are provided

(iv) the organization and integration of learning experiences and content

(v) evaluation

The workshop discussed three levels of goals pertaining to the first phase i.e. the ultimate, mediate and proximate goals. Ultimate goals were explained as the kind of behaviour expected to be observed after a long period of education i.e. at the end of the education system; while the mediate goals are the kind of behaviour expected to be shown at the various stages of the education cycle leading to the achievement of ultimate goals. The proximate goals are the most specific statements of intended behavioral outcomes. They are objectives because they are measurable and permit of evaluation.

The second phase deals with the selection of appropriate learning experiences through which goals will be attained. Particular consideration should be given to the various levels of objectives to be achieved. As regards the third phase, it was noted that every learning experience involves content because appropriate learning experiences through which goals will be attained. Particular consideration should be given to the various levels of objectives to be achieved. As regards the third phase, it was noted that every learning experience involves content because appropriate learning experiences can only be provided through subject matter content. For content to have an important effect on intended learning outcomes, however, the general aims of education need to be translated into specific objectives so as to have direct influence on the learning-teaching process.

As regards the fourth phase, it emphasized that content and learning experiences are combined in order to set up educational experiences designed to achieve the intended outcomes. It is at this stage that subject matter is organized into scope and sequence chart of the various grade levels and a detailed teaching scheme or teaching syllabus.

In the fifth and final phase, evaluation deals with the success or failure of the educational programme by means of measurement and assessment of change in behaviour. This final phase is concerned with such questions as:

- Were the teaching-learning experiences chosen suitable for attaining the stated objectives?

- Was the integration of learning experiences and content effective.

In translating these basic elements of the curriculum development process, participants did a practical assignment. The assignment was based on the actual goals of education of a country (the case study cited was Malawi) and how these goals are translated into a curriculum.

Below are details of the practical assignment:

Assignment on Curriculum Development Process

National Goals of Education in Malawi

These have been broadly stated as follows:

1. To support and serve the precepts and cornerstones of the Republic of Malawi in a spirit of unswery loyalty and dedication.

2. To uphold the ethical integrities and socio-cultural traditions accepted in the nation.

3. To apply with the utmost vigour at every opportunity support for the maintenance of self-sufficiency in food production and the increase of agricultural productivity for expert purposes.

4. To provide a broadly based well-round education programme serving both personal advancement and the development of the nation's human resources.

5. To provide opportunity for the present generation of children to achieve a given level of permanent literacy, numeracy ethical and socio-economic knowledge and skills.

National Goals of Education in Malawi

The national goals of education in Malawi are very broad general statement of intent; They are vague and imprecise.

The goals can be restated under the following headings;

. Citizenship skills

- Ethical and socio-cultural skills
- Economic development skills
- occupational skills
- communication skills
- practical skills
- physical and health education skills

Task 1

1. Under each heading articulate a set of national goals of education

2. From the articulated set of national goals of education, derive primary education objectives

3. Having derived the objectives of primary education, draw up a primary education curriculum, bearing in mind that P.E. is terminal for most pupils.

The Aim of National Education shall be:

1. To develop the potential of each citizen to the full for his own well-being as well as that of society and selfless service to his fellow man.

2. To inculcate the spirit of lawful authority in the individual.

3. To foster cooperation in the individual so that he/she can work well with others.

4. To develop a spirit of patriotism in the individual.

5. To develop in the individual a spirit of respect for other people's beliefs as demonstrated in their religions and cultural practices.

6. To produce an individual who should be able to participate and contribute to the economic and social development of the country.

7. To enable the individual obtain an education based on his interest in order for him/her to acquire occupational and practical skills.

8. To develop in the individual skills of numeracy and literacy.

9. To "produce" an individual that is emotionally, morally, spiritually and socially balanced in order to cope with life's problems.

10. To develop in an individual an understanding of his physical well-being and the acquisition of appropriate health habits and practices.

1. National Goals of Education - Malawi

Citizenship Skills

The developed individual should be: (a) loyal, (b) patriotic, (c) productive, (d) law-abiding.

Ethical and Socio-cultural

- Should have a moral
- Must be a socialized being - should accept social responsibility
- Must have awareness and understanding of accepted cultural practices of the society.

Economic Development Skills

- The individual should be aware of available resources and should be able to exploit appropriately and conserve available resources.

Occupational Skills

- Acquire intellectual and or practical skills leading to a productive being.

Communication Skills

- Be able to listen, speak, read and write articulately.

Physical and Health Education

- Acquire knowledge and skills of physical development and health education practices.

2. Primary Education Objectives

At the end of Primary education the graduates should be able to exhibit acquisition of the following learned capabilities in accordance with their level of development.

1. **Citizenship skills**

They should be able to:

- Know and abide by the accepted rules, regulations, norms and values of the society.
- Accept and positively support lawful authority.

2. **Ethical and socio-cultural skills**

They should be able to:

- Portray a developed sense of right and wrong.
- Accept social responsibilities and consequences of his/her action.
- Know, understand and appreciate the societal cultural practices.

3. **Economic development skills**

- Be knowledgeable on the resources available in the country.
- Be able to appropriately exploit and conserve the available resources.

4. **Occupational skills**

- Be able to productively apply the acquired intellectual and practical skills in some accepted occupation.

5. **Communication skills**

- Be able to comfortably communicate in a given language.
- Be able to utilize the various modes of communication in an intelligible manner.

6. **Physical and health education skills**

- Be actively involved in some acceptable physical and health oriented activities.
- Know, accept and appreciate themselves as individuals with potential.

3. Recommended Subject Areas

1. Social Studies: Components/elements of: History, Civics, Geography, Environmental Education, Religious Education, Sociology , Anthropology, etc.

2. Language Arts: Local Language(s) and an offered modern second language

3. Practical Arts: Elements of: Arts and Crafts, Home Economics, Agriculture, Physical Education, Music (various modes of music and dances).

4. Mathematics and Science

TASK 2

Primary Education objectives for Malawi would be:

By the end of the Primary Cycle, pupils should be able to:

- Appreciate and participate in community activities geared toward national development.
- Show respect towards authority by abiding by the laws of the country.
- Develop a positive attitude towards agriculture that it is profitable, enjoyable and an honourable occupation.
- Be productive in small scale agricultural activities and other economic enterprises.
- Rear small farm animals e.g. poultry, rabbits and fish profitably.
- Explain the basic principles of crop and animal production.
- Develop an ability to read and write, as well as acquire basic numeracy skills.
- Suggest measures to control overpopulation in the home, school, village and district.
- Explain the effects of beliefs in taboos and superstitions on national development.
- Describe causes of accidents at home, at school and on the roads.
- Describe the roles of member in the home, school, village and district.

- Explain how diseases are prevented
- Describe how diseases are spread.
- Solve basic life problems using skills acquired through the curriculum.
- Practice good health habits
- Apply knowledge and skills in food preparation and preservation and nutritional values.
- Keep the human body strong and healthy through hygiene, nutrition and sanitary cave.
- Develop an imaginative and creative mind.
- Design simple patterns for their items.

TASK 3

Subjects that could be taught in Malawi Primary Schools:

- Health Education
- Science
- Maths
- Practical Arts (Agriculture, Arts, and Crafts, Music)
- Home Economics (Physical Education, Needle-work)
- Social Studies (R.E., History, Anthropology, Civics etc.)

Assignment 2

National Goals and Objectives for the Malawi School System

Assumption in Primary Cycle is 9 years. Based on the needs and philosophy of the Malawi Government, the following goals were established:

Goal No. 1

To provide students with knowledge, attitudes and problems solving skills essential for citizenship; so that, they may exhibit behaviours which demonstrates an understanding of loyalty to the Republic of Malawi by abiding by the accepted traditional norms within society.

Goal No. 2

To assist in the development of personal traits, so they would be able to conduct themselves in a manner that shows self respect, respect for others, self discipline, respect for authority and property to foster in them a desire for improvement so they can develop self confidence, self direction and effective work and study habits.

Goal No. 3

To develop students growth in ability to applying learning skills and values to present and future every day life situation. To develop their insights into the basic human activities in the various communities of man. They will be exposed to real life experiences which will tap them potential to the real world of work, leading to self and national economic gains.

Goal 4

To foster students growth in functional communication. This will enable them to communicate competently with others through speaking, writing, listening, observing and reading in the prominent local language as well as the accepted international language(s).

Goal 5

To help students to attain their maximum potential in health and physical fitness. Growth will be fostered in health habits - nutrition sanitation, physical coordination, and recreation.

Goal 6

To develop students growth in ability to work with others. To develop a sense of group belonging, and skills of group participation. A sense of team work must be provided along with ample opportunities for leadership experiences. Every student must be helped to recognise the worth and uniqueness of each individual and show respect accordingly. A sense of individual and group responsibility should emerge as social behaviour.

National Goals of Education in Malawi

Goal 1

At the end of the Primary Education cycle students will be able to exhibit behaviour which illustrates/demonstrates an understanding of loyalty to the Republic of Malawi by abiding by the accepted traditional norms within the society.

Objective 1

At the end of the Primary Education cycle students will be able to demonstrate respect and recognition of national symbols e.g. National Anthem, Coat of Arms etc.

Goal 2

To conduct themselves in a manner that shows self-respect, self-discipline and respect for others and law.

Objective 2

By the end of the Primary Education cycle students will be able to develop characteristics of honesty, truthfulness and fairness.

Goal 3

To expose pupils to real life situation and create an awareness of development in becoming self-sufficient citizens and understanding the world of work in terms of export and leading up to self-sufficiency, self and national economic gain.

Objective 3

Make pupils involved in experiences of the locally available job opportunities. Practice real life related to the world of work.

Goal 4

To be able to communicate competently in whatever prominent local languages as well as the accepted international language (French/English).

Objective 4

To communicate in English/local languages at a reasonable level of fluency both written and spoken form.

Goal 5

To be well vest in basic health principles such as nutrition, sanitation, physical and other healthy habits.

Objective 5

To be able to demonstrate ability to take care of basic health needs which promote good health

4. Objectives in Curriculum Development

Three levels of objectives in curriculum were discussed viz: the ultimate, mediate and proximate goals, aims or subjectives. The first two do not directly relate to a classroom situation because they are somewhat removed from that situation in as far as their degree of their achievement is determinable only after completion of school. In curriculum therefore, objectives are general statements of intent in the sense that they are broader in character rather than specific learning objectives. Proximate goals refer to specific learning objectives which refer to an intended change to be brought about in a learner described in terms of measurable learner behaviour. Such on objective must be absolutely specific, more readily observable and measurable so that one can determine whether a learner is making progress during the course.

The role of objectives in curriculum development was examined - according to the three levels of objectives or goals viz: the ultimate, mediate and proximate goals. Each of these levels has implications for the curriculum developers:

(1) The national goals of education enable the curriculum developer or those whose task it is to determine the objectives of a cycle of education i.e. primary secondary or higher education.

(2) The objectives of a given cycle of education lead to a determination of the curriculum for that level of education.

For example from the national goals of education we derive the primary education objectives and from these objectives (i.e. primary education) we determine the Primary Education Curriculum e.e. National Goals of Education lead to:
Determination of objectives for Primary Education or Secondary Education etc.

(3) and this leads to:
Determination of Primary or Secondary Education Curriculum.

(i) Sources of Objectives

Main sources of objectives were identified as follows:

- the learners themselves
- the needs of contemporary society
- our sets of values i.e. psychology

In addition objectives may be derived from:

- the financial resources available
- teaching force
- the quality of the teaching-learning environment
- political directives; and
- the uses of knowledge by society

(ii) Objectives in Curriculum Evaluation

For evaluation to be possible, the intended learning outcomes should be clearly stated i.e. certain educational goals should be clearly stated and we should expect the attainment of certain behaviours. When this is done, we can then ask:

- Have the students actually acquired the facts, the knowledge, the skills, attitudes, beliefs, and values that were intended to be achieved?
- Were the experiences chosen suitable for attaining the intended learning outcomes?
- Did the content selected contribute to the attainment of the objectives?
- Was the organization and integration of learning experiences and content effective?

During the discussion, it was observed that the three levels of curriculum objectives did constitute the three categories of educational objectives of Bloom's Taxonrary. It was possible within the three levels to identify what relates to the three categories of cognitive, affective and psychomotor domains. In view of this difficulty, it was considered appropriate to introduce the topic on instructional objectives and their inter-relationship with the three levels of objectives.

5. Instructional Objectives

In examining instructional objectives in relation to the curriculum being implemented, emphasis was placed on the fact that an instructional objective is an intent communicated by

a statement describing a proposed change in a learner. It is a description of a pattern of behaviour we want a learner to be able to demonstrate after going through a learning situation. A statement of objectives must devote measurable attributes observable in a learner. In other words, a statement of an instructional objective is a statement which describes an instructional intention which communicates one's intention to the extent to which one has described:

(i) What the learner will be doing when demonstrating what he has learned, and

(ii) How one will know when the learner is doing it.

Therefore, in writing an instructional objective, one should be able to:

(a) identify the terminal behaviour by name, i.e. specify the kind of behaviour which will be accepted as evidence that the learner has achieved the objective which was stated. This is the Performance Characteristic of an objective e.e. an objective always states (if it is a good objective) what the learner is expected to be able to do after a learning situation;

(b) the important condition under which the behaviour is expected to occur. This is the Condition Characteristic i.e. an instructional objective always describes the condition/conditions (if any) under which the performance is to occur;

(c) the criteria of acceptable performance by describing how well the learner must perform i.e. the acceptable minimum level of performance. This is the Criterion Characteristic which often specifies the time limit, or the minimum number of correct responses, and also defines important characteristics of performance accuracy.

It was emphasized that of the three characteristics, the most important and indispensable characteristic for an objective to be useful is that of performance which describes the kind of behaviour which will be accepted as evidence that the learner has mastered the knowledge or skill and achieved the objective. Whatever else a statement may do, if it does not state a performance it is not a good objective or none at all.

A. Levels of Instructional Objectives

Two levels of instructional objectives were discussed:

(i) The first level delineates the terminal objectives which state what the learner will be doing in terms of a continuum of experiences during a programme of study;

(ii) The second refers to Interim or Enabling Objectives which assist in the fulfilment of terminal objectives i.e. they are prerequisite to the fulfilment of the terminal ones.

B. Categories of Objectives

Three major categories were discussed according to Blooms Taxonomy of Educational objectives:

(a) Cognitive Domain which refers to objectives concerned with knowledge, information, facts and intellectual abilities - i.e. naming, listing, solving, explaining, describing, applying, judging, evaluating etc. Objectives in the cognitive domain state intellectual behaviours of the learners.

Six levels of the cognitive domain objectives were discussed in ascending order from the lowest level - knowledge comprehension, application, analysis, synthesis to the highest evaluation.

(b) Affective Domain which refers to objectives or behaviours relating to feelings, emotions, attitudes and appreciation i.e. enjoying, appreciating, respecting valuing etc. objectives in this domain state the feelings, values or attitudinal behaviours of learners.

Five levels of the Affective Domain were discussed in ascending order from the lowest - receiving, responding, valuing, organization to the highest characterization.

(c) Psychomotor Domain which deals with skills requiring the use or co-ordination of skeletal muscles, performing, manipulating and constructing etc. objectives in this domain state the physical, motor or manipulative behaviours of learners.

Four levels of the Physchomotor Domain were discussed in ascending order from the lowest - observing, imitating, practising to the highest adapting.

During discussions, participants felt that stating objectives in the affection domain posed the greatest problem. Often statements like "the learners should be able to appreciate ....." cannot be easily measured. How does one know that one appreciates e.g. music? Is a nod of the head or humming a tune of music indicative of appreciation? and how can this be measured? The point emphasized was that feelings cannot be quantified. Therefore the following points were highlighted regarding the Affective Domain when stating objectives of this category:

(i) Identify the affective objective in terms of a general notion such as appreciation, interest, feeling etc.

(ii) Narrow down the general notion to some component notions;

(iii) Describe each component in terms of an action verb;

(iv) Develop specific situation or items to indicate the presence or absence of the notion.

An example in literature was given as regards appreciation in the Affective Domain.

Literature Example on Folk Tales/Stories

The learner should show a desire to know more about what is being appreciated:

(1) The learner asks others, teachers, parents, friends etc. for more of such folk tales or stories;

(2) the learner takes the responsibility of bringing a new story to the class every week;

(3) The learner reports to the class what was or has been said on oral history or folk tales radio/television programmes.

Following this clarification, participants did a practical assignment in five groups based on the task specified below.

Assignment on Stating Instructional Objectives

1. State three terminal objectives - one each in the cognitive, affective and psychomotor domains for primary or secondary education in Swaziland.

2. Choose a subject of your choice (either for primary or secondary education) and using the terminal objectives in (1) above, derive subject objectives, two of each in the cognitive, affective and psychomotor domains (six in all)

3. Using the subject chosen in (2) above, state instructional objectives according to the domains as follows:

(a) Cognitive Domain - one instructional objective in each of the six levels of this domain.

(b) Affective Domain - one each in the five levels of this domain.

(c) Psychomotor Domain - one instructional objective in the four levels of this domain.

GROUP 5

1. **Terminal Objectives - Primary**

(a) Cognitive

Apply knowledge and skills in food preparation and preservation and nutritional values.

(b) Affective

Develop a positive attitude towards agriculture.

(c) Psychomotor

Keep the human body strong and healthy through hygiene, nutrition and sanitary care.

2. **Practical Arts**

Cognitive Domain

(a) Develop an inquiring mind and a scientific approach to the production, preparation and preservation of food.

(b) Develop careful strategies of enquiry in order to help in investigating, experimenting etc in agriculture, food preparation and body building.

Affective Domain

(a) Appreciate the potential the local environment has towards high agricultural productivity, development of skills in food preparation and body-building.

(b) Value agricultural, food preparation and body-building strategies which have been successful in their culture.

Psychomotor Domain

(a) Demonstrate the use of their immediate resources, in their environment, in food preparation, agriculture and body building.

(b) Apply practical skills related agriculture, food preparation and body-building.

3. Cognitive Domain

(i) Name the appropriate tools used in gardening. (Knowledge)

(ii) Show how salt can be used in meat preservation. (Comprehension)

(iii) Illustrate the importance of exercise in muscle building. (Application)

(iv) Show the relationship that exists between good sanitary habits and a healthy body. (Analysis)

(v) Design a garden plot which balances the three major food values e.e. carbohydrates, vitamins and proteins. (Synthesis)

(vi) Compare the traditional food preservation methods with the modern methods. (Evaluation)

Affective Domain

(i) show willingness to do daily exercises. (Receiving)

(ii) Voluntarily participate in agricultural projects. (Responding)

(iii) Value the utensils used in food preparation and agricultural production by collecting and taking good care of them all the time. (Valuing)

(iv) Synthesis the good traditional methods of preservation with good modern ones to produce a set of methods of preservation relevant to the local environment. (Organization)

(v) Engage in the design of an appropriate set of body building strategies for a given age range. (Characterization)

Psychomotor Domain

(i) Observe a demonstration lesson on the preservation of fruits. (Observing)

(ii) Imitate the body building instructor in leg exercise. (Imitating)

(iii) Practise the steps used in aerobic dancing as an aspect of body building. (Practising)

(iv) Show competence in cake baking. (Adapting)

INSTRUCTIONAL OBJECTIVES

Cognitive

1. From a list of ten behaviours the learner will list five that are not acceptable in Swazi society. (Knowledge)

2. Looking at the present Swazi society the learner should be able to explain why it is important to have and abide by rules and regulations. (Comprehension)

3. The learner will explain the five functions of a Swazi chieftaincy to a stranger. (Application)

4. The learner will be able to identify the relationships between members of a family at home by drawing a family tree. (analysis)

5. should be able to confidently show the differences in the way in which food is prepared and served in a Swazi traditional norm as against the British norm. this will be done through role-playing in the classroom. (Synthesis)

6. Given a list of items on Swazi and Western marriage, the learner should be able to classify in a table form those under Swazi and those under Western. (Evaluation)

Affective

1. In the absence of the class teacher the learner should be able to encourage others to obey rules and regulations by practising good classroom behaviours. (Receiving)

2. Given a situation of a less fortunate school male the learner should contribute a piece of clothing for a class collection. (Responding)

3. The learner will prove the value of cattle to a Swazi family by describing how to take good care for his family cattle. (Valuing)

4. Given that there is disagreement among group members on an issue (i.e. how to go about something) the learner should be able to suggest how best something can be done. (Organization)

5. The learner should be able to orally recite family clan praises in a classroom situation. (Characterization)

GROUP 2

SUBJECT OBJECTIVES: SOCIAL STUDIES (PRIMARY)

1. Cognitive

   (a) The child should be able to acquire knowledge and understanding of his immediate environment leading to a fuller understanding of the sub-systems of the wider community (neighbouring regions and international community).

   (b) The child should acquire knowledge which enable him to use/adapt the natural available resources within their environment such that they derive optimum benefit without waste.

2. Affective

   (a) The child should have developed a sympathetic and aesthetic appreciation of the diversity and interdependence inherent between man and his environment and try to harness these two harmoniously for self and national development leading up to co-operation between his/her region and neighbouring regions as well as the international community.

   (b) The child should have tapped and nurtured the growth and development of positive moral responsibilities in the child so that he/she appreciates his/her value system and sees it as a distinguishing yet unifying factor.

3. Psychomotor

   (a) The child should have developed a capacity to learn and master the basic communicative and manipulating skills so as to be able to harness these with the 4 levels of psychomotor skills to successfully accomplished a set-task.

   (b) The child should have been exposed to learning experiences conducive to spontaneous creativity such as drawing, model making and exhibition for competition that can later develop to full time occupational skills.

TERMINAL OBJECTIVES

Cognitive Domain

1. Identifies accepted rules, regulations, norms and values of the Swazi society.

Affective Domain

1. Abide by and be positively involved in the rules, regulations, norms and values of Swazi society.

Psychomotor Domain

1. Practice the rules, regulations, norms and values of the Swazi society.

SUBJECT OBJECTIVES

Cognitive Domain

1. The learner will develop the ability to distinguish regulations, norms and values of the swazi society.

2. The learner will develop the ability to behave in a manner that is acceptable in the Swazi family.

Affective Domain

1. Ability to organise members of his peer group to undertake some useful activities.

2. volunteer his/her services towards helping the less fortunate members of the community.

Psychomotor Domain

1. Be actively involved in some community development activities.

2. Participate in different cultural activities expected of a Swazi child.

GROUP 4

1. Three terminal objectives - each for a domain.

   1.1 Cognitive domain

   - Will be able to communicate in English at an acceptable level of fluency expected.

   1.2 Affective domain

   - Will be able to show appreciation of different types of reading (novel, plays, poetry, prose etc) by identifying the authors mood and attitudes.

   1.3 Psychomotor domain

   - Will be able to write legibly in an acceptable form.

2. Subject objectives for the above (2 for each)

   2.1 Cognitive domain

   (i) Will be able to comprehend the written and spoken words in English.

   (ii) Will be able to carry out instructions and commands in English in a given situation.

   2.2 Affective domain

   (i) Will be able to identify the authors mood and attitudes in a given novel etc.

   (ii) Will be able to show appreciation of the authors mood and attitudes of a given novel by summarising.

   2.3 Psychomotor domain

   (i) will be able to write in a clear legible handwriting.

   (ii) will be able to write the different types of letters in their correct format.

3. Instructional objectives for the three domains

3.1 Cognitive domain

(i) Knowledge

- Given a reading passage in English, the child will be able to outline the main ideas correctly.

(ii) Comprehension

- Given a reading passage in English, the child will be able to summarize it in a given number of words.

(iii) Application

- Given a reading passage in English, the child will be able to apply the knowledge acquired to answer given questions.

(iv) Analysis

- Given a reading passage in English, the child will be able to identify the main ideas of the passage.

(v) Synthesis

- Given words from a reading passage in English, the child will be able to construct sentences correctly.

(iv) Evaluation

- given a reading passage in English, the child will be able to evaluate whether the reading is realistic or false.

3.2 Affective domain - (Instructional objectives)

(i) Receiving

- Given a play to read and perform, the child will be writing to participate in the activity.

(ii) Responding

- Given a part of a play to recite, the child will be willing to do it correctly.

(iii) Valuing

- Given a play to read and perform, the child will show valuing by identifying himself with either of the characters.

(iv) Organization

- Given a play to read and perform, the child will be able to compare and contrast the characters and give judgement.

(v) Characterization

- Given a play to read and perform, the child will be able to value and act to show the life style of a good character.

3.3 Psychomotor domain

(i) Observing

- Given the acceptable form of writing, the child will observe and write the work correctly.

(ii) Imitate

- Given the correct format of writing letters, the child will copy the letters correctly.

(iii) Practice

- Given the correct format of writing letters, the child will practice writing them correctly.

(iv) Adapting

- Given the correct format of writing letters, the child adapt to the style of writing correctly.

GROUP 3

THREE TERMINAL OBJECTIVES

A. Cognitive

At the end of Grade 7: the child should be able to correctly use acquired knowledge which is essential for personal and national advancement.

B. **Affective**

The child should be able to portray an awareness of the established value system of his society.

C. **Psychomotor**

The child should have developed those manipulative skills which enable him to successfully accomplish an assigned task.

INSTRUCTIONAL OBJECTIVES (MATHS)

1. **Cognitive**

Given a variety of items and their cost, the pupil should be able to find the total cost.

2. **Affective**

The pupil should show appreciation of symmetry by designing symmetrical patterns in their spare time.

3. **Psychomotor**

Given a piece of land, the pupil should be able to measure the required length in metres correctly.

TERMINAL OBJECTIVES FOR A PRIMARY CYCLE OF EDUCATION IN SWAZILAND

The pupils will:

1. acquire basic knowledge and study skills necessary for personal advancement and development of society (COGNITIVE);

2. develop a positive attitude towards practical skills such as those used in agriculture, craftwork, mechanical engineering, carpentry and so on (AFFECTIVE);

3. demonstrate appropriate agricultural skills in the production of crops and animal products (PSYCHOMOTOR).

SUBJECT OBJECTIVES (MATHS)

Pupils should be able to:

Cognitive

- solve mathematical word problems
- carry out transactions involving money

Affective

- appreciate the role patterns play in craft work, carpentry and designing
- develop desirable attitudes towards generating income from small scale enterprises

Psychomotor

- measure length, area, mass, temperature and time
- mix appropriate quantities of animal food for a balanced nutrition

6. Selection of Content

Content was defined as "that which is presented to learners or that which is made available to learners for possible use." Content is the source and foundation of the curriculum, and in essence, it is the body of knowledge or the information which comprises the learning material for a particular course or for a given grade.

Content is a compendium of facts, concepts, generalizations, principles, rules and theories and can therefore be equated to a sum total of knowledge possible of acquisition at the end of a given course or grade.

In selecting content, one must consider:

- What is regarded as educationally worth while;
- What is regarded as relevant; and
- What is regarded as teachable.

In this regard, participants discussed in great demand, nine criteria for the selection of content viz:

Validity, significance, learnability, feasibility, continuity and sequence, usefulness; human development, relevance and balance. A detailed description of these criteria was given in the manual on selection of content distributed to the participants during the workshop.

7. Selection of Learning Experiences

The workshop took as a working definition of learning experience as "the interaction between the learner and the external conditions in the environment to which the learner can react". Learning experience was also described as the active behaviour of the learner by which he/she learns more from what he/she does than by what the teacher does. Learning takes place through the active participation of the learner and not that of the teacher.

The teacher should therefore provide educational experiences which stimulate the desired type of reaction in a learner to learn something.

The workshop discussed in detail seven criteria which must be taken into account when selecting learning experiences viz: validity; comprehensiveness; variety; suitability; pattern; balance and continuity; and relevance. The description of these criteria were given in a booklet distributed to all participants under the title of selection of learning experiences.

In the discussions which followed the presentation, participants highlighted the following:

- that learning experiences selected must satisfy a recognized need of the learners;
- that learning experiences must be appropriate to the maturity and understanding of the learners;
- that learning experiences must be based on the social values of learners and should involve total behaviour of the learner; and
- that while learning experiences must be feasible of accomplishment, they should not be limited to the four walls, or the classroom. They should go beyond the four walls.

8. Organization of Content: Scope and Sequence

A key problem in selecting and organizing content is that of scope and sequence. During the presentation it was pointed out that in the selection of content several important issues have to be considered.

1. Scope - refers to the breadth and depth of the content. Scope refers to content of any course or grade level and embraces the breadth, variety and types of educational experiences provided. It is also an indication of what content and how much of it should be given at each grade level. The scope of curriculum content is regulated in part by the goals and objectives generated during the situation analysis stage in curriculum planning.

The content selected must be arranged in some kind of order and also in terms of time and level of education as well as the mental development of the learners.

2. Sequence - therefore deals with the question of what content and experiences are to follow what content and experiences and what content and concepts are pre-requisites to whole content and concepts. Sequence also deals with the problem of arranging in a particular order the curriculum content so as to facilitate teaching and learning.

In dealing with the issue of sequence, the workshop considered the following questions:

(a) What subject matter can be handled by pupils at a particular level of schooling?

(b) What topics should be moved down the school grade scale?

(c) What topics should be postponed until the pupils are more mature?

It was pointed out that the most commonly used principle in sequencing content is to proceed from the simple to the complex; and drawing on the idea that optional learning can take place when individuals deal with the easy material, often in concrete form and then proceed to more difficult material which is often abstract.

It was further noted that a scope and sequence chart is concerned with the arrangement of content in terms of breadth and depth both within a particular standard or grade level and from one grade to the next. Such orderly arrangement is generally designed to facilitate teaching and learning.

In making a scope and sequence chart the criteria used in selecting content and learning experiences apply. Consideration is given to continuity, articulation, balance and integration. The main purpose of scope and sequence chart is in:

(a) Organizing content according to some rational sequence for learning.

(b) Providing an overall map of what should be learned and when.

(c) A clear statement of the content to be covered in each topic at the various grade levels of the education system.

(d) Preparing of a teaching syllabus or scheme of work which is based on an orderly arrangement of the topics and content which has its basis in the principles of teaching and learning and the mental maturity of the pupils.

(e) In initial planning and design of a pupils book or teachers guide for a particular grade.

(f) Ensuring that there is continuity of topic and content between any two grade levels of the education cycle.

(g) Ensuring that there is articulation of content and learning experiences within and between topics in a particular grade level, also between and among grade levels.

(g) Ensuring that there is a reasonable balance between the breadth and depth between and among grade levels.

To reinforce what was discussed in plenary, participants worked in groups according to their subjects of specialization on scope and sequence charts details of these charts appear below.

Scope and Sequence Chart: Mathematics Grades 1 - 6

	TIME	FRACTIONS
GRADE 1	1. Ordering 3 or 4 events in a day 2. Use of the words morning, afternoon, night, day in conversation 3. Recite days of the week in order 4. Recite months of the year 5. Read and set a clock to the hour	
GRADE 2	1. Write time to the hour in numerals 2. Use words like yesterday, tomorrow, after, before, early ad late in conversations 3. Tell time to the half hour 4. Write time to the half hour in numerals in the form ½ past 3 5. Read days of the week 6. Read and write months of the year	The fractions ½ and ¼
GRADE 3	1. Tell and write time to the ¼ hour 2. 60 minutes in 1 hour 3. Time to the minute 4. Tell time in 5 minute intervals 5. Sequence events 6. Calendar	1. Dividing a whole to two, four, five or ten parts 2. Fractions 1/5 and 1/10 3. Naming and shading required parts of whole
GRADE 4	1. Write time in words 2. Write time in numerals in the for:3.10 3. Use a.m. and p.m. in reading and writing 4. Count number of days in a year	1. The fractions 1/3 and 1/6 2. Naming and shading required parts of a whole 3. Compare common fractions with same denominators using the symbols (greater than) (less than) 4. Add and subtract common fractions with the denominators

	TIME	FRACTIONS
GRADE 5	1. Convert hours to minutes and vice versa 2. Use the 24 hour clock system in telling time 3. Convert 12 hour time to 24 hour time and vice versa 4. Estimate then measure the length of time to perform certain tasks	1. Show the fractions ½, ¼s, 1/3s, 1/5s, 1/6s, 1/9s, 1/10s, on number lines 2. Use fraction chart to identify pairs of equivalent fractions 3. Compare common fractions with different denominators using a fraction chart, using , or = 4. Expressing any given common fraction in its simplest form 5. Interpret diagrams representing mixed numbers 6. Represent a mixed number by shading areas of given diagrams 7. Change the common fractions ½s, ¼s, 1/5s or 1/10s to decimal fractions
GRADE 6	1. Interpret a simple time table (e.g. bus schedule) in 12 hour time 2. Solve word problems using 12 hours and 24 hours time and the four operations 3. Count number of seconds in a minute 4. Place historical events on a time line using B.C. and A.D. 5. Add and subtract time in minutes 6. Add and subtract time in hours and minutes	

Scope and Sequence Chart: English Grades 1 - 7

Topic: Writing

GRADES/ YEARS	ALPHABET	VOCABULARY	STRUCTURES
1	The alphabet - Upper Cases - Lower Cases	Copy and understand words (suitable for their levels)	Sentence construction - set of two words. e.g. I eat, I play, we eat - simple gap filling using words for pictures
2	Refinement of:- - Upper case letters - Lower case letters	Copy and understand sentences (suitable for their levels)	Sentence construction (contd.) - simple sentence construction using aid as stimulus, using appropriate punctuation - construct original sentences based on given condition(s)
3	- Cursive (Upper and Lower case) - Filling in of missing letters:- a) vowels b) consonants - Arranging words in alphabetical order	Copy and understand sentences (suitable for their levels)	Sentence construction (contd.) - answer simple questions in a written form accompanied by appropriate punctuations - match split sentences - arrange sentence in logical order - express intentions/expectations - comparative descriptive writing
4	- Handwriting refinement - Arrangement of words in alphabetical order - Dictionary skills	- Copy and complete sentences to form a story - Re-arrange letters to form words	- short sentences from substitutions (e.g. one word for phrases, for synonyms - short guided paragraphs on given topics, observing correct punctuations - written version of guessing fame (e.g. what am I') - short factual article (e.g. class magazine)

GRADES/ YEARS	ALPHABET	VOCABULARY	STRUCTURES
5	As per year 4 plus:- - skin/scan (prior to writing task) - reference skills (dictionary, encyclopedia, library)	- copy with understanding, produce compound sentences using new words (of a given level) - re-arrange letters to form words - complete cross-word puzzles	- short guided personal letter - write compound sentences - short compositions with minimum, guidance observing - correct punctuations - short creative stories with story-board or other guidance - short account of events - re-act to advert - book report - keep diary - use information from source to fill in maps, complete graphs and answer comprehension questions - write personal and business letters using correct format - paraphrase (telegrams)
6	Re-enforcement of year 5	Re-enforcement of year 5	- a variety of complex sentences - compositions of a longer length than years 4 and 5 observing appropriate punctuations - write personal and business letters observing punctuations - take simple notes
7	Re-enforcement and revision of years 1-6	Re-enforcement and revision of years 1-6	- paraphrase information from various sources - write short compositions without guidance - write personal and business letters using the correct layout - respond to an advertisement - use correct punctuation - write clearly and legibly at a reasonable speed with correct letter formation and use similes and metaphors

Scope and Sequence Chart for Agriculture: forms 1-3

STRANDS FORMS	GENERAL AGRICULTURE	SOIL CONSERVATION	LIVESTOCK	MARKETING
Form 1 6 topics term	Plants and Man i) Importance of Agriculture in Swaziland ii) Food essential to man iii) Parts of the plant	i) Soil: Origin, composition and types ii) Plant nutrients iii) Conservation and erosion iv) Grass burning v) Prevention and control of soil erosion	- types of livestock in Swaziland - breeds of cattle in Swaziland - management Housing Feeding Handling - holding grounds - diseases and pets - prevention and control services - economic importance and special problems	- what marketing is - marketing of crops and vegetables - marketing of cattle and their products - records
Form 2 Term 1 Term 2 Term 3	Plant Growth and Envi. i) Environment and agriculture ii) Climate iii) Plant growth and processes iv) Plant nutrition	- good land use - measuring the slope of land - plotting contours	- poultry production - economic importance - housing chickens - feeding - handling - diseases and parasites	- marketing of poultry products - sorting grading and selling - records and budgeting
Form 3 Term 1 Term 2 Term 3	Nutrition i) Main classes of nutrients and their functions ii) Balanced diet iii) The cost of food iv) Malnutrition, causes and cures v) Health and nutrition food and people	Soil Conservation Project i) Healing a donga ii) Tree planting iii) Grass planting	Small Livestock-Rabbit - common breeds - internal and external anatomy - housing - feeding - breeding - diseases control - economic importance	Marketing Functions - marketing of small livestock products - budgeting and keeping records

Scope and Sequence (Social Studies) : Grade 3

GRADES	1. HOME AND FAMILY	2. OUR COMMUNITIES
3	- What a family is - Types of families nuclear - various types of extended families - single parent family	- What a community is - Types of communities - Urban and rural - Physical features of the immediate community - Social interaction within the communities - Social services rendered by the various people within the community - local government - economic activities within the communities
	a) Family Relationships - showing how members in each family mentioned above are related b) Family customs and courtesies c) Basic (essential) needs of a family - water - its sources, uses and conservation - food - food varieties, uses and storage - shelter - different types of shelter - clothing - different types of clothing d) Activities within a family (Responsibilities)	

9. Developing Instructional Materials
A Pupil's Book and Teachers' Guide

Both the pupil's book and the teachers' guide contain selected subject matter designed to satisfy specific learning and teaching situations. In this regard therefore, it is important to ascertain first the specific nature of the learning and teaching situation; and second the best way to present the subject matter.

In planning a pupil's book it was emphasized that:

(i) one should keep in mind the function of the pupil's book as aids to learning and teaching;

(ii) one should also keep in mind the approved curriculum and syllabus for which the book is being written;

(iii) the aim is to plan a book which is suitable for the normal conditions in the area where the book is to be used and for the standard/grade for which it is intended;

(iv) a discussion should be made of the format of the book, and if it is a team work, who writes what and what role the team leader will play;

(v) the content of the pupil's book; and

(vi) how the book should be presented.

As regards the teachers' guide, it was emphasized that the book should aim at improving the instructional communication skills of teachers. It should therefore contain:

- the rationale, i.e. a statement on the selection of the unit;
- the objectives of the unit;
- the background information
- teaching-learning materials needed;
- the required knowledge of the pupils;
- the teaching learning experiences needed;

- a summary of important facts;

- pupils' assessment as to how the teacher will assess pupils.

Following this discussion the participants did an assignment on how to develop a pupils/teachers' guide. What follows hereunder is the outcome of that assignment.

Assignment on Pupil's Book and Teachers' Guide

Practical Art Group

Unit 1 - Human Nutrition - Form II

1. Introductory Material

   (a) Finding out from pupils what pupils eat every day

   (b) Essential foods

2. Augmentor Material

   (a) Define nutrition and nutritional terms

   (b) Nutrients needed by the body (their classes, functions and source

   (c) A balance diet

   (d) Malnutrition (their causes, prevention and cure)

   (e) Health and nutrition

   (f) Cost of foods

3. Integrated Material

   (a) - Discuss essential foods needed by plans
   - Introduction of nutrition needed by the body

   (b) - Survey on composition of meals they eat every day
   - Discuss balance diet

(c) - In Form II, they would discuss what happened to plants when they do not get proper nutrients.

Explain what happens in the above.

Let them discuss what happens to human beings who do not eat the right food in their right proportions. (Causes, types of diseases, symptom, prevention and cures)

(d) Health and Nutrition

- In the previous lessons we talked about diseases and their causes Give ways in which they can prevent the nutritional diseases.

- Advantages of growing a variety of crops in our homes.

4. Application

(a) Discuss why nutritients are essential in our lives

(b) From "Balance diet survey" plan a balanced meal for you and your friend for lunch and on your birthday.

Unit 2 - Grade 5 - Topic Customs and Courtesies

1. Introductory Material

In this Unit you will learn about customs and courtesies. What is meant by customs and courtesies? Let us find out .... (Definitions)

Customs and courtesies differ according to nation. What is courteous in one community can be considered as bad behaviour in another place.. E.g. in SD a child is not supposed to look directly in the eyes of the adult when spoken to. In other places this is regarded as a sign of rudeness of guilt.

2. Augmenting Material

The group assumed that the child has learnt from the home setting (a) to say thank-you, to greet others to wash hands before meals.

3. Integrating Material

From participating at a national service (ummemo Kuhlehla) the child has learnt to say thank you to his chief and king.

4. Application
Can pupils apply customs and courtesies learnt in their every day life situations i.e. long term application. e.g. of long term courtesy - children offering seats to adults in buses. Short term or immediate application of (a) courtesy - a teacher giving back exercise books to learners; and observes whether they say thank you or not.
(b) custom - teacher observes learners when they have their midday meal at school, whether they wash their hands or not before meal.

Definitions

Customs can be practices followed among people, or habitual practice by individuals.

Courtesies refer to polite behaviour.

Activities before or after which hands are washed

- after visiting the toilet
- before meals
- before milking cattle
- after a funeral

The only occasion when Swazis don't thank a person for services rendered is when medication is given to a patient.

Grade II - English (Writing)

TOPIC: Guided Personal Letter

1. Introductory Material - Warm-up activity procedure:-

(a) divide class into groups

(b) groups to discuss the different question:
"If you are in Manzini and your sister lives in Mbabane, how would you tell here something you wanted her to know?"

(c) oral group reports

(d) teacher summary based on reports

2. Augmenting Material

N.B. Orally first with teacher notes on board

(a) Letter-writing is a way of passing on information from person to person

(b) Language (personal letter written as you would speak to the person you are writing to

(c) Types of letter (point out two types in general term

(d) Format (5 parts in all - namely, address, date, salutation, body, ending.

N.B. (Function of each above to be pointed out)

Unit 1 - Grade 3 - Mathematics

TOPIC: - Time

1. Introductory Material

By now the pupils are able to do a number of activities which include the following:

- Using words like yesterday, today, tomorrow, after, before, early and late in conversation

- Telling and writing time to the half hour in numerals.

In this unit the pupils will first be introduced to telling of time to the quarters of an hour. This should lead to the telling of time to the minute. A lesson on telling of time to the five minutes interval is developed as it improves the competency of telling time quickly. The first four lessons in this unit should enable the learners to sequence events according to time in every day life. The following objectives constitute the unit. The pupils should be able to:

- tell and write time to quarter hour
- count the number of minutes in an hour

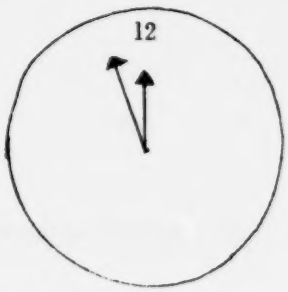
- tell time to the minute
- tell time in 5 minutes interval
- sequence events according to time

2. Integrating Material

It will be expected to revise the concept covered both in Grade I and II as given in the introduction. Pupils are expected to have covered the fraction 1/2 and 1/4 before the unit is introduced. This knowledge will be used to relate the telling of time to the hour, half and the new concept, telling of time to the quarter hour.

As an introduction of telling of time to the minute, they must revise counting of whole numbers up to 60. It will be necessary to show on the clock the minute intervals of up to sixty. These can be clearly shown by already prepared clock faces. The teacher should allow the pupils to actually count the number of intervals on the clock face. After this the emphasis will be on the minutes interval.

To introduce the telling of time to five minute interval, the pupil will revise counting in fives up to 60 (which is covered in Grade 2. The emphasis on reading in fives can be well illustrated by the 1, 2, 3, 4 marked on the clock as each space interval represented 5 minutes



The last lesson the activities developed should enable the pupils sequence events according to time.

3. Augmenting Material

The new material will be an emphasis firstly on telling of time to the quarter hour and to the minute. Secondly, on sequencing of events according to time as it should relate classroom mathematics to every day situations

Application

Design lessons with exercises which develop and apply to new concepts e.g. telling time from set clock faces:

- sequencing given events
- setting the clock for given times
- estimate, then measure time against a given activity

PART THREE

X. EVALUATION AND CONCLUSIONS OF THE WORKSHOP

This part of the report relates to the opinions and feelings of the participants as expressed during lectures, group discussions, plenary sessions and workshop evaluation administered through a questionnaire.

The first observation as regards the organization and administration of the workshop was that they felt the organization, administration and logistical support were very good and the services provided such meals and tea breaks were excellent. The participants were full of praise for the manner in which the organizers of the workshop i.e. the Director of the National Curriculum Centre and his staff, had conducted it, and for the concern of the welfare of participants.

As regards the length of the workshop, almost all participants felt that the two weeks of activities was just right, although an extra week would have allowed for more practical work needed by the participants. The expression of this feeling was based on the fact that the topics treated, particularly that on "Scope and Sequence" rendered themselves to a lot of practical assignments and group discussions. In spite of this demand, all participants felt that the objectives of the workshop were very much fulfilled.

Participants felt that the two weeks provided a worthwhile experience. It was a great stimulant, rich in content and full of practical ideas. They attributed this to the thoroughness of preparation of lectures and excellent delivery of sessions by the ECA resource person who

had conducted the workshop for two weeks single-handedly. In a note of appreciation, participants expressed the feelings that this was the first workshop of its kind where a resource person had done it single-handed and demonstrated absolute command of the subject on all the topics on curriculum development and evaluation. They wished to thank ECA for sending the resource person to service this workshop and hoped that he would be allowed again to service another workshop in Swaziland in the near future.

As regards the quality and usefulness of booklets and manuals used and distributed to the participants, the general feeling and expression were that the documents were of very good quality, useful and relevant to their work. They were going to make good use of the manuals after the workshop. A number of participants requested the ECA resource person to send to them other documents produced by the Commission in the field of curriculum development and evaluation.

The overall rating of the workshop was that the majority of participants said that they had learned and gained a lot from their participation in the workshop. They had benefitted greatly lot from it particularly in the manner in which it was conducted with such practical approach and examples. All the participants were very much satisfied with the outcome of the workshop. The objectives of the workshop were very much fulfilled. They attributed this success to the dedication, commitment, thorough preparation, excellent delivery of lectures and professional competence of the ECA resource person who had showed no signs of tiredness during the two weeks as the only facilitator of the workshop.

The major conclusions/recommendations made at the end of the workshop were:

(i) The Ministry of Education should ensure that follow-up/similar workshops should be conducted during the next two years in collaboration with the ECA. In this regard, the Ministry of Education would be contacting the Commission in the near future for further assistance in organizing similar or same workshops to assist those who needed to sharpen their tools for the important tasks of curriculum development and evaluation.

(ii) Following from (i) above the participants recommended the following areas as the focus of future workshops:

(a) Curriculum development and evaluation and their implications for teacher education in Swaziland. The target group for this would be the curriculum developers, evaluators, designers and planners; teacher trainers and tutors; school inspectors; education administrators; examination officers and heads of institutions, as well as lecturers of education in the University of Swaziland involved in training secondary/high school teachers.

(b) The training of teacher trainers and their role in curriculum implementation and

(c) Continuous assessment in Swaziland and its implication for curriculum development and teacher education.

(iii) There was need for more collaboration between the Ministry of Education and the Economic Commission for Africa for organizing training workshops in education particularly as regards textbooks and instructional materials development and continuous assessment in education.

LIST OF PARTICIPANTS

CURRICULUM DEVELOPMENT AND EVALUATION WORKSHOP

18-29 MAY 1992, SWAZILAND

1.	Zodwa R. Ginindza	Sen. Designer Social Studies	NCC, Box 73, Manzini
2.	Thandi T. Ginindza	Inservice Tutor	INSET Box 87, Manzini
3.	Olga S. Mabuza	Designer Lang. Arts	NCC, Box 73, Manzini
4.	Lindiwe I. Malaza	Sen. Insp. Social Studies	MOE, Box 39, Mbabane
5.	Vusi E. Nkosi	Sen. Insp. English	MOE, Box 39, Mbabane
6.	Catherine P. Khumalo	Designer Social Studies	NCC, Box 73, Manzini
7.	Muriel M. Mabuza	Sen. Insp. Home Economics	MOE, Box 39, Mbabane
8.	Sibongile M. Dlamini	Designer, SiSwati	NCC, Box 73, Manzini
9.	Ellen Thwala	Evaluator	NCC, Box 73, Manzini
10.	David J. Mlambo	Inset Lecturer	INSET Box 87, Manzini
11..	Mcemane M. Bhembe	Designer P. Arts	NCC, Box 73, Manzini
12.	Jabu Fakudze	INSET Science	INSET, Box 87, Manzini
13.	Alice N. Dlamini	Inspector	REO, Box 104, Siteki
14.	Patrick T. Sukati	Inspector	REO, Box 99, Pigg's Peak
15.	Malcusy M. Hlope	Teacher Leader	REO, Box 190, Manzini
16.	Duduzile Motha	Designer Lang. Arts	Box 2164, Manzini
17.	Elizabeth T. Mthembu	Sen. Insp. SiSwati	MOE, Box 39, Mbabane
18.	Ablon B.K. Mavuso	Sen. Designer Lang. Arts	NCC, Box 73 Manzini
19.	Dominic P. Tembe	Inspector	REO, Box 104, Siteki
20.	Hezekiel S. Nkambule	Designer	Box 762, Manzini
21.	Raymond M. Nxumalo	Teacher Leader	REO, Box 104, Siteki
22.	Evart B. Dlamini	Designer	NCC, Box 73, Manzini
23.	Atticia M. Dladla	Designer	Box 1919, Manzini
24.	Patricia P. Lukhele	Designer	Box 111, Manzini
25.	Michael V. Mhlungu	Designer	NCC, Box 73, Manzini
26.	Makhosazana Madondo	Curriculum Developer	NCC, Box 73, Manzini
27.	Mathembi A. Dlamini	Management Trainer	C/O EPMT, Box 87
28.	Newman G. Khumalo	Evaluator	NCC, Box 73, Manzini
29.	Wilson M. Mavimbela	Curriculum Co-ordinator	REO, Box 99, Pigg's Peak
30.	Betheul S. Ndlovu	Senior Inspector Science	MOE, Box 39, Mbabane

31.	Thoko C. Munro	Designer	NCC, Box 73, Manzini
32.	Lindiwe G. Zwane	Lecturer	INSET, Box 87, Manzini
33.	Nozipho Mndebele	Designer	NCC, Box 73, Manzini
34.	Maphike Zwane	Lecturer	WPC, Box 87, Manzini
35.	Gugulethu Nxumalo	Designer	NCC, Box 73, Manzini
36.	Sarah P. Makamo	Curriculum Co-ordinator	REO, Box 190, Manzini
37.	Timothy L. M. Singwane	Evaluator	NCC, Box 73, Manzini
38.	Hibajene Shandomo	Designer	NCC, Box 73, Manzini
39.	Reuben S.B. Sibiya	Lecturer	WPC, Box 87, Manzini
40.	Meshack B. Mabuze	Director	NCC, Box 73, Manzini
41.	Poulos D. Matsimbi	Evaluator	NCC, Box 73, Manzini
42.	Samuel A. Dlamini	TEAcher Educator	Box 825, Manzini
43.	GRace Caines	Trainer	EPMT, Box 87, Manzini
44.	Aida L. Pasigma	C.A. Advisor	EPMT, Box 87, Manzini

RESOURCE PERSONNEL

(a) Resource Personnel

1. Peter H. Chiwona
   Chief, Human Resources Development Section
   United Nations Economic Commission for Africa
   P.O. Box 3001
   Addis Ababa
   Ethiopia

(b) Organization and Administration

1. Meshack B. Mabuza
   Director
   National Curriculum Centre
   P.O. Box 73
   Manzini
   Swaziland

2. Evart V. Dlamini
   Designer
   National Curriculum Centre
   P.O. Box 73
   Manzini
   Swaziland

ANNEX III

TIMETABLE

CURRICULUM DEVELOPMENT AND EVALUATION WORKSHOP
18-29 MAY 1992, SWAZILAND

Period \ Day	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1.	Registration of of Participants	Group Reports	Objectives in Curriculum Development	Assignment on Selection of Learning Experience	Organization of Content
2.	Formal Opening	Curriculum Development Process	Objectives in Curriculum	Selection of Content	Organization of Content: Scope and Sequence
3.		B R	E	A	K
4.	Objectives of the Course and Climate	Curriculum Development Process	Group Work on Objectives in Curriculum Development	Selection of Content	Assignment on Scope and Sequence Charts
5.	Some Models of Curriculum Development	Assignment on Curriculum Development Process	Group Work on Objectives	Assignment on Selection of Content	Assignment Scope and Sequence Charts
6.		L U	N	C	H
7.	Some Models of Curriculum Development	Assignment on Curriculum Development Process	Group Reports	Assignment Continued	Assignment Continued
8.		B R	E	A	K
9.	Group Assignment on Models of Curriculum Development	Assignment Reports	Selection of Learning Experiences	Assignment Reports	Workshop Review and Evaluation

Period / Date	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1.	Instructional Objectives	Instructional Design Process	Development Instructional Materials: Pupils' Book	Curriculum Evaluation	Curriculum Development Professionalization of Teaching
2.	Instructional Objectives	Instructional Design Process	Development Instructional Materials: Teachers' Guide	Curriculum Evaluation	Curriculum Development and Professionalization of Teaching
		B R E A K			
3.					
4.	Group Assignment on Instructional Objectives	Assignment on Instructional Design Process	Assignment Pupils' Book	Curriculum Evaluation	Assignment
5.	Assignment Continued	Assignment Continued	Assignment Continued	Assignment on Curriculum Evaluation	Group Reports
		L U N C H			
6.					
7.	Assignment Continued	Assignment Reports	Assignment Teachers Guide	Assignment on Curriculum Evaluation	Workshop Evaluation and Closing of Workshop
		B R E A K			
8.					
9.	Group Reports	Developing Instructional Materials	Assignment Continued	Assignment Reports	

EXAMPLE OF THE OBJECTIVES IN THE COGNITIVE DOMAIN: USE OF DIRECTING WORDS APPROPRIATE TO THE DIFFERENT LEVELS OF THINKING

CURRICULUM DEVELOPMENT AND EVALUATION WORKSHOP 18-29 MAY 1992, SWAZILAND

This ladder lists some directing words and the levels of thinking they generally call for. Steps may easily overlap: "application" must include factual recall and may also require some analysis, synthesis and evaluation. Moreover, some directing words may lead to thinking at varying levels, depending on the rest of the question.

Example:

Identify five parts of a flower.

Identify the similarities and differences between flowers which self-pollinate and those which cross-pollinate.

EVALUATION
- draw conclusions...
- what errors...
- what inconsistencies...
- defend...
- judge...
- evaluate...
- compare...

SYNTHESIS
- propose an alternative...
- devise...
- how else would you...
- construct...
- compare...
- show relationship...

ANALYSIS
- what motive(s)...
- what relationship exists...
- identify the main idea or theme...
- analyze...
- distinguish...
- examine...

APPLICATION
- apply...
- what would happen if...
- what elements or statements best illustrate...
- explain how ___ would react to...
- illustrate...
- prove...
- demonstrate...

COMPREHENSION
- why...
- how...
- state in your own words...
- condense...
- show or demonstrate...
- paraphrase...
- re-tell...
- interpret...
- summarize...

KNOWLEDGE
- what...
- where...
- when...
- who...
- define...
- outline...
- state...
- list...
- describe...

QUESTIONNAIRE ON EVALUATION OF WORKSHOP ON CURRICULUM DEVELOPMENT AND EVALUATION

18-29 May 1992, Swaziland

Please read the following before you complete this questionnaire:

(i) The purpose of this questionnaire is to obtain information on your opinion and impressions of the workshop you have been attending on Curriculum Development and Evaluation.

(ii) Please answer the questions as frankly as possible.

(iii) The information you provide in responding to the questions will be treated in strict confidence.

(iv) Do not write your name on the questionnaire.

THANK YOU VERY MUCH FOR YOUR COOPERATION

1. What is your functional title in your institution, institute, centre, college or ministry?

2. How long have you been engaged in:

	1-4 Years	5-9 Years	10-15 Years	Over 15 Y
(a) teaching	☐	☐	☐	☐
(b) inspection/supervision	☐	☐	☐	☐
(c) examinations	☐	☐	☐	☐
(d) administration	☐	☐	☐	☐
(e) curriculum development	☐	☐	☐	☐
(f) others (specify)	☐	☐	☐	☐

3. When did you get to know about your participation in this workshop?

☐ a few days before
☐ one/two weeks before
☐ three weeks to more than a month ago

4. Did you have adequate information about the workshop before the start?

☐ Yes ☐ No ☐ Just a little

5. Please give your opinion and judgement on the scheduling organizational and administrative arrangements of the workshop

(a) Dates and duration:

☐ too short ☐ Short ☐ adequate

/ / more time needed

(b) Admin/Organizational arrangements

☐ poor ☐ fair ☐ good ☐ very good

☐ excellent

(c) Working hours

☐ inadequate ☐ adequate ☐ Not appropriate

(d) Transport to and from workshop

☐ poor ☐ fair ☐ good ☐ very good

6. From your perspective, how well has the workshop/seminar met the stated objectives? Please tick as appropriate.

☐ ver well ☐ well ☐ partly ☐ not at all

☐ undecided

7. Kindly tick as appropriate on how you felt about the overall presentation of the main topics during the workshop

☐ poor ☐ fair ☐ good ☐ very good

☐ excellent

8. Kindly respond as appropriate on the relevance and usefulness of handbooks and booklets to the topics presented and their usefulness to your work.

☐ very usefulrelevant

☐ useful and relevant

☐ partly relevant

☐ partly useful

/ / not relevant and useful

9. The overall quality of the booklet/handbooks for content is:

☐ Excellent ☐ Very good ☐ good ☐ fair
☐ poor

10. What topic did you find most useful to you?

11. What topic did you find least useful?

12. What topic/topics presented should have been dealt with in greater detail?

13. In future for workshops of this kind, the following topic/topics should be:

(a) included

(b) excluded

14. How useful was this workshop to you and your work?

15. What do you think you learned from this workshop?

16. What comments do you have for the workshop/seminar in general?

17. Please write down what you think should be one of the recommendations of this workshop.

THANK YOU VERY MUCH FOR YOUR COOPERATION